

INTERVIEW PLAN #2

**STRUCTURED INTERVIEW
ARMY PRECOMMISSIONING SELECTION
COLLEGE BACKGROUND AND/OR
MILITARY SERVICE**

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Applicant's Name: _____

Interviewer(s): _____

Date of Interview: _____

DIRECTIONS: Review those applicant records which are available to you and bring them to the interview. Use the records to determine key areas for questioning during the interview. Do not write on the records. Instead, use this interview form or legal size paper for notes.

This Interview Plan will be used for BIOCC precommissioning evaluation. Applicants should have some college background. If they also have military service experience use the section on military service included in this plan.

Use Section I thru III to clarify previous college, extracurricular activities, or work (military or otherwise) experience, which could be pursued during the interview. Use Section IV-VIII of this guide to explore the key dimensions listed. Feel free to vary the questions somewhat to fit your personal communication style or the applicants background.

Use follow-up questions to pin down behavior. Follow-up questions will help you find out exactly what the applicant did, information about the situation, and the result of any action. Document the situation, action and results in the space provided. (Notes may be taken on legal size paper.)

TO OPEN THE INTERVIEW,

Say: Hello, my name is _____ I'm the _____
(Title)
for _____ . For a panel interview, introduce other
(Organization)
panel members. State their function(s).

Our role today is to discuss with you some of your background experiences and then give you a chance to ask any questions you might have about _____
(OCS or the Army). I know that an interview is a somewhat stressful situation, but please relax as much as possible. If we get to know you well--what you have done and hope to do--we will have a better idea as to whether the US Army is suited for your talents and interests. I think you will agree it is in our best interest as well as yours for us to become better acquainted before selection into the program.

I have some planned questions I would like to ask about your experience that will take approximately 30 to 45 minutes. Then, I will give you a chance to ask questions. So I do not overlook any important items I will be taking notes of our discussion. Let's start with your school experience. What is your major in school?

SECTION I - EDUCATIONAL BACKGROUND

College: School _____

Major _____ GPA (Cumulative) _____

Of the courses you have taken so far:

Which courses have you liked best? _____

Which courses have you liked least? _____

Judgement: 1. Why did you choose _____ as the school to attend? What other schools did you consider? _____

Would you go somewhere else if you could do it again? _____

Judgement: 2. Why have you selected _____ as a major?

Career

Motivation: 3. What would you consider your most significant accomplishment in school? You may indicate more than one. Please describe each and why they were significant to you?

Situation

Action

Results

a.

b.

c.

SECTION II - MILITARY EXPERIENCE

This series of questions should be asked of those applicants with military experience.

Career

Motivation:

1. Why did you join the service?

2. Please describe your last two positions in the military:

Position #1: Rank _____

Job Title _____

Length of Time in Position _____

Major Responsibilities _____

Position #2: Rank _____

Job Title _____

Length of Time in Position _____

Major Responsibilities _____

Career

Motivation:

3. In which job or tasks did you gain the greatest amount of satisfaction?

Career

Motivation:

4. Which position or tasks did you find most frustrating? Why?

Career

Motivation

Initiative:

5. (If the candidate has left the service ask) Why did you leave the service?

SECTION III - WORK EXPERIENCE

Part-time or full-time positions held during school year or summer months. (Note: only jobs of at least full summer or six months duration part-time should be pursued). Skip this portion if no civilian job experience.

**Other Than
Military
Service:**

Job #1	Position _____
	Organization _____
	Dates of Employment _____
Job #2	Position _____
	Organization _____
	Dates of Employment _____

Initiative: 1. How did you locate your first position?

Judgement: 2. What did you consider in accepting the job?

**Career
Motivation:** 3. What did you like most about this job? Least?

Initiative: 4. How did you find your second position?

**Career
Motivation:** 5. What did you like most about this job? Least?

Now I would like to ask some additional questions about your experiences. You can refer to your college, military or work experiences (if applicable) in responding to the questions.

SECTION IV - INITIATIVE

1. Was there a need to finance your education yourself? If so, how are you accomplishing this?

Situation	Action	Results
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2. Give me some examples of situations (extracurricular or military) in which you received little guidance on what to do. How did you handle them?

Situation	Action	Results
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3. In what extracurricular activities (or military experiences) in school have you participated in which you worked the hardest and are most proud of? Please explain.

Situation	Action	Results
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SECTION V - PLANNING AND ORGANIZING

1. How do you plan your week to accomplish all the activities in which you are involved? Give a specific example of one week.

Situation	Action	Results
Planning for a week		

2. Explain how you planned for your final exams last semester/quarter. (Only if applicant completed degree).

Situation	Action	Results
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3. Describe a few situations in which you had too much to do at the same time. How did you handle them? What was the outcome?

Situation	Action	Results
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4. Everyone has something that "falls through the cracks". Describe some situation in which this has happened to you.

Situation	Action	Results
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SECTION VI - INFLUENCE

1. What was the best idea you ever sold to a supervisor, teacher, peer or subordinate?
What did he/she like about it?

Situation	Action	Results
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2. In your (military or civilian work experience), describe a situation in which you were in a position of leadership and led your subordinate(s) to the successful accomplishment of a goal. Give as many examples as you wish.

Situation	Action	Results
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3. In your activities outside of the duty or school environment, describe a situation in which you were in a position of leadership and significantly influenced your peers' or group's activities and effectiveness.

Situation	Action	Results
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SECTION VII - JUDGEMENT

1. What has been the toughest decision you have made in the last year? Tell me how you went about it? What alternatives did you consider?

Situation

Action

Results

2. Give me two examples of other good decisions you have made in your work, education or military service. What were your alternatives? Why were they good decisions?

Situation

Action

Results

3. All of us have had an opportunity to look back and re-examine some decisions we have made. What are some examples of decisions you have had the insight to reconsider?

Situation

Action

Results

SECTION VIII - CAREER MOTIVATION

1. What are your career goals upon entering college or the Army? What are they now?
2. Describe what you have found most satisfying about your experience in the Army to date. Least satisfying?

NOW SAY: Thank you for sharing so much information about your background. Now I would like to check my notes. While I do that, please give some thought to the question: What are your long-range career goals (5-10 years)?

After checking your notes, **ask the following:**

1. What are your thoughts on my question?
2. What have you done to pursue those goals?
3. Do you have any questions?

THEN SAY: Now I would like to explain to you the Officer Candidate Program (Do not read the OCS description verbatim. It would be best to discuss it in a casual manner) and answer any other questions you may have.

OFFICER CANDIDATE SCHOOL DESCRIPTION

1. GENERAL:

a. The mission of OCS is to train and evaluate selected personnel in the fundamentals of leadership and basic military skills; evaluate their leadership abilities; instill in them the Army professional ethic; and commission those who qualify as second lieutenants in the U.S. Army, the Army National Guard, or the U.S. Army Reserve.

b. OCS is a dynamic and demanding fourteen week course of instruction through which officer candidates transition from enlisted to commissioned status as a second lieutenant. Selection to attend the OCS program does not guarantee successful completion and commissioning. Commissioning must be earned by each officer candidate by demonstrating the requisite leadership skills necessary to succeed as an officer.

c. Upon enrolling in OCS all candidates assume the grade of E-5 for pay purposes, remove all rank, tabs, and badges. Those already in a pay grade above E-5 retain their pay grade. Civilian or military background plays no role in the candidate's status during the course. Regardless of your previous rank, you will be equal in stature with your peers, and subordinate to all other ranks.

2. COURSE OVERVIEW:

a. Basic Phase (Approx. 4 weeks). Training focuses on basic military skills (Precommissioning) and is conducted within a climate of strict discipline. OCS combines tactical and technical training with leadership development designed to produce a candidate ready for intermediate phase. The Basic Phase is very physically demanding!

b. Intermediate Phase (Approx. 6 weeks). During this phase candidates are given the opportunity to perfect the skills learned in the basic phase and concentrate on subjects dealing with tactics, patrolling, NBC and weapons, while further attempting to develop their individual leadership skills.

c. Senior Phase (Approx. 4 weeks). Candidates continue to receive academic instructions in areas such as ethics, military justice, logistics and personnel administration. They are expected to show consistent improvement in their leadership skills. Passage to senior phase does not guarantee commissioning. In the last phase, candidates should conduct themselves as officers and receive the same courtesies as officers from basic and intermediate candidates. Senior candidates who are selected will act as mentors to the basic candidates.

3. ORGANIZATION:

a. The cadre chain of command consists of the battalion commander, company commander, first sergeant, TAC Officers and TAC NCOs. They are responsible for all administrative actions for candidates as well as developing leadership. There is one TAC Officer and one TAC NCO per platoon. They provide close supervision and evaluation of platoon members and student leaders.

b. The student chain of command consists of the company commander, executive officer, first sergeant, platoon leaders, platoon sergeant, squad leaders and team leaders to maximize leadership training. Student chain of command positions last at least one week. Each platoon usually consists of 30-36 personnel.

4. LEADERSHIP DEVELOPMENT: Leadership development takes place in a rigorous and demanding atmosphere. Each officer candidate learns how to be an officer through the fundamentals of leadership, practical leadership applications, and performance.

a. OCS uses the Leadership Assessment Program (LAP) and evaluates candidates using the 9 Leadership Competencies with the 16 Leadership Dimensions highlighted in their leadership positions.

b. Some highlighted leader opportunities are:

1. Student chain of command positions in the field and garrison environments.
2. Road march/obstacle course leader positions.
3. The Leadership Reaction Course (LRC).
4. Instruction of physical training, drill and ceremonies, and other subjects.
5. Additional administrative duties such as student company supply officer.
6. Dining Facility leaders.
7. Project Officers for Dining In, Graduation Formal, and Senior Status Review.

c. The TACs evaluate and counsel each candidate on his/her performance in a position based on close, daily observation. He/she conducts counseling sessions, addresses the candidates proficiencies/deficiencies, and makes recommendations for improvement. In addition, each candidate evaluates his/her peers throughout the course and submits those evaluations to the TACs. Four separate peer evaluations take place during OCS.

d. The following is a typical day at OCS:

0500 - 0510 Wake-up
0510 - 0630 PT
0630 - 0700 Personal Hygiene/Detail Time
0700 - 0730 Breakfast
0730 - 0745 Formation
0745 - 0800 Movement to training site
0800 - 1800 Training (one hour for lunch)
1800 - 1830 Evening Meal
1830 - 2000 Counseling/Troop Leading Procedures
2000 - 2200 Study Barracks
2200 - 2230 Personal Hygiene/Company Detail
2230 - Lights Out

5. HONOR CODE: The Honor Code states that "An Officer Candidate will not lie, cheat, steal, nor tolerate those who do." Officer candidates must possess the personal and professional standards of integrity, self-discipline, and character expected and required of all armed forces officers. The responsibility to maintain the Honor Code falls on each candidate. This area is **non-negotiable** with the Company and Battalion Commander.

6. DISCIPLINE: Each officer candidate is subject to the Uniform Code of Military Justice. Administrative actions are designed to enforce and maintain the high standards required of officer candidates. These include:

- a. On the spot correction/coaching.
- b. Performance counseling.
- c. Retraining sessions (tours/restrictions).
- d. Recycle to another class.
- e. Separation from the program.
- f. UCMJ.

7. INSTRUCTION: Each candidate receives his/her "basic soldiering" instructions from the United States Army Infantry School through classroom instruction and practical application. The basic soldiering topics include leadership, tactics, squad drill, intelligence, land navigation, maintenance, and communications. Each candidate must maintain an academic average of 70% or higher. Failure to maintain academic proficiency can result in separation from the class.

8. PHYSICAL TRAINING PROGRAM: Candidates must successfully pass all APFTs administered during the course.

a. Candidates failing to score at least 60 points on the initial APFT will be sent back to their unit. Candidates not scoring at least 60 points per event on the final APFT given during week 12 will not graduate.

b. The physical training program at OCS is a tough, highly intensive program. Candidates progress gradually in the PT program to ultimately attain the following goals:

1. Instruct at least one PT session successfully.
2. Run five miles in 45 minutes.
3. Complete the Conditioning Obstacle and Confidence Course.
4. Complete all road marches.
5. Score 280 or above (the class average) on the final APFT.

Ask the soldier if he/she has any questions on OCS.

Close the interview by thanking the soldier for his/her interest in the Army and explain when he/she will be hearing the results of the selection process. (Local board results will be sent to HQDA. HQDA will announce selections 3-4 weeks after adjournment of the HQDA OCS Board.)

PROCEDURES FOR RATING APPLICANTS

Once you have completed the interview, you need to review your notes and begin to organize (behavioral examples) under the appropriate dimensions. Use the attached form as follows.

1. Review the notes you have taken and add any behavior you can recall which you did not write down.
2. Rate the dimensions using the following 1 to 6 code.

6 = OUTSTANDING (exceeds criteria required for successful performance)

5 = EXCELLENT (significantly above criteria required for successful job performance)

4 = ABOVE AVERAGE (generally exceeds criteria relative to quality and quantity of behavior required)

3 = AVERAGE (meets criteria relative to quality and quantity of behavior required)

2 = MARGINAL (generally does not meet criteria relative to quality and behavior required)

1 = WEAK TO POOR (significantly below criteria required for successful job performance)

COMMENTS:

Comments are desired in all dimensions.

TARGETED DIMENSIONS

Applicant's Name: _____

Interviewer's Name and Rank: _____

RATING
LOW - HIGH
1 to 6
4 = AVERAGE

INITIATIVE: *the discipline that requires attempting to influence events to achieve goals; self-starting rather than passive acceptance. Taking action to achieve goals beyond those called for; originating action.*

Comments: _____

PLANNING AND ORGANIZING: *the ability to establish a course of action for self or others to accomplish a specific goal; planning proper assignments of personnel and appropriate allocation of resources.*

Comments: _____

INFLUENCE: *the art of using appropriate interpersonal styles and methods in guiding subordinates, peers, superiors, or groups toward task accomplishment.*

Comments: _____

JUDGEMENT: *the ability to develop alternative courses of action and make decisions based on logical assumptions that reflect toward task accomplishment.*

Comments: _____

ORAL COMMUNICATION SKILL: *the ability to express oneself effectively in individual or group situations; includes gestures and other nonverbal communication.*

(Good (G), Weak (W), Poor (P))

Clarity	()	Grammar	()	Enthusiasm	()
Tone	()	Brevity	()	Emotion	()
Volume	()	Organization	()	Confidence	()
Eye Contact	()	Nonverbal	()		

Comments: _____

CAREER MOTIVATION: *the desire to achieve promotion to higher-level career positions, which is reflected in personal satisfaction gained from successful performance of the required tasks.*

Comments: _____

OVERALL RECOMMENDATION:

Select for OCS: ☐

Do Not Select for OCS: ☐

Comments: _____
